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ABSTRACT

Books, monographs, reports, serial literature, dissertations, theses, and papers are cited in this bibliography. The intent is to serve the needs of researchers who are interested in conducting studies of enrollment characteristics, attitudes, perceptions, retention rates, and problems of white students, faculty members, staff members, and administrators at predominantly black postsecondary education institutions. Citations are listed in six categories: (1) national/regional commentaries, (2) state/city commentaries, (3) commentaries on institutional/educational leaders, (4) enrollment/finance/student commentaries, (5) attitudinal commentaries, and (6) future/survival commentaries. Annotations accompany some citations. (MK)

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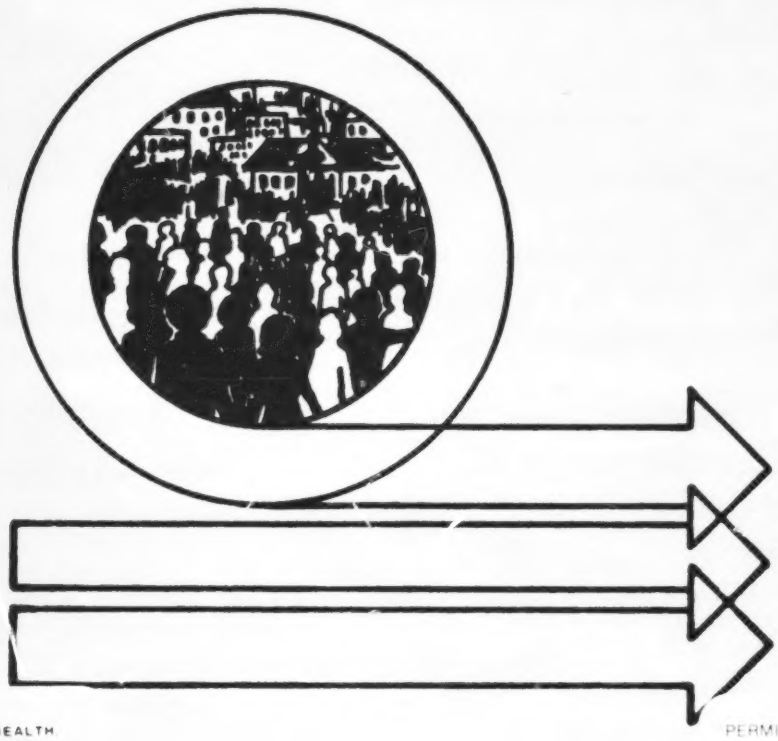

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DESEGREGATION AND THE WHITE PRESENCE ON THE BLACK CAMPUS: A BIBLIOGRAPHY FOR RESEARCHERS

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PREFACE

The Institute on Desegregation was officially established in 1972 as a cooperative, inter-institutional, organized research organization by the General Administration of The University of North Carolina upon the recommendation of faculty and staff members from North Carolina Central University and the University of North Carolina at Chapel Hill. While the general goal of the Institute is to focus attention and efforts on resolving problems relating to school desegregation, its specific objectives are to (1) promote research related to desegregation by faculty and staff members; (2) provide opportunities for undergraduate as well as graduate students to become involved in research and training; (3) assist educational institutions, including public schools, with research relating to desegregation; (4) develop models, techniques, and approaches that appear relevant to solving problems of desegregation; and (5) publish and disseminate research data and reports culminating from projects and studies. Priority has been given since 1974 to desegregation research in higher education.

The Institute has been assisted in conducting cooperative, inter-institutional research projects during the last four years by institutional research directors, faculty members, graduate students, and staff members from public and private colleges, universities, and agencies in North Carolina. Representatives participate in planning and conducting research activities during bi-monthly group meetings. They come from Appalachian State University, Duke University, Fayetteville State University, Livingstone College, the National Institute on Environmental Health Sciences, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina State University, the North Carolina Health Manpower Development Program, the North Carolina State Department of Community Colleges, the North Carolina State Department of Public Instruction, Pembroke State University, Saint Augustine's College, The University of North Carolina at Chapel Hill, The University of North Carolina General Administration, The University of North Carolina at Greensboro, and The University of North Carolina at Wilmington.

The participants meet together as a group to exchange and pool ideas and suggestions, share resources, select and develop research designs, collect and analyze data, plan and conduct research activities, and write reports. Several of the participants presented papers and reports culminating from conducted projects at annual state, regional and national professional meetings of various research associations. In 1977, the Institute published its first inter-institutional project report, "Why Minority and Majority Students Select a College," by Linda K. Pratt, Jeff E. Smith, Donald J. Reichard and Norman P. Uhl. A paper based on the findings of this project report was presented by Linda K. Pratt and Jeff E. Smith at the first annual meeting of the Eastern Educational Research Association in Williamsburg, Virginia,

March 10, 1978. A symposium entitled "Identifying Sources of Conflict in the Desegregation of State Systems of Higher Education: Focus on the Competition for Students" was conducted by Charles I. Brown, Linda K. Pratt, Jeff E. Smith, Donald J. Reichard, Thomas H. Stafford, and Norman P. Uhl at the annual Association for Institutional Research Forum in Houston, Texas, May 22, 1978. In 1978-79, the Institute planned and organized the National Conference on Desegregation in Higher Education that was held in Raleigh, North Carolina, July 18-20, 1979. The proceedings of this conference are being published for distribution by The American College Testing (ACT) Program. Abstracts and/or copies of the conference evaluation report may be obtained from the Institute. While several other project reports have been completed for publication, others are in progress.

This second inter-institutional project report deals with desegregation problems, issues, concerns, needs, and the white presence on the campuses of predominantly black higher-education institutions. There has been, for example, a paucity of useful research dealing exclusively with white students at traditionally black colleges and universities. In persuing research literature since the 1954 decision in the Brown vs. Board of Education Supreme Court case, I have found only a few limited studies of white students at predominantly black institutions. Those found were by Sidney Hollander Association (of Maryland State colleges, 1969), Charles I. Brown and Phyllis Stein (1972), Charles I. Brown (1973), Institute for Services to Education (1975), Ida R. Stevens (1976), John Baker and others (1976), Southern Regional Education Board (1976), Ada M. Elam (1978), and Nancy V. Standley (1978). As Dr. Stephen J. Wright lamented in his address to the National Conference on Desegregation in Higher Education, no comprehensive, in-depth, longitudinal study has been made with specific emphasis on the enrollment of white students at predominantly black colleges and universities.

The white presence on the black campus was significantly connected with and involved in black higher education in the areas of policy- and decision-making, governance, administration, staff, and faculty long before 1954 but not significantly with the presence of students except in graduate and professional schools. As a result of the enactment of the Civil Rights Act, Title VI, in 1964, the presence of white students, as well as faculty and staff members, on many historically black campuses increased at a greater percentage rate than the presence of their counterparts on most historically white campuses. Unfortunately, researchers have not examined the white presence on the black campus with the same in-depth inquiry and momentum as they have the black presence on the white campus. In addition to documenting the dearth of systematic research about the white presence on the black campus, this bibliography is an excellent collection of background references for use by new and experienced researchers who are interested in conducting longitudinal and other studies of the enrollments, characteristics, attitudes, perceptions, retention rates, and problems of white students, faculty members, staff members, and administrators at predominantly black post-secondary education institutions.

Cooperative, inter-institutional, organized research by the

Institute on Desegregation would be impossible without the voluntary participation, cooperation, and support of participants from the various affiliated North Carolina colleges, universities, and agencies. I am especially grateful to these research group participants for their individual contributions to the enhancement and viability of the Institute and its activities.

Although it is impossible to mention all participants by name, I must express my gratitude to Charles I. Brown and Benjamin F. Speller for compiling this bibliography, Ernest D. Mason for assisting us with the proofreading of the drafts, Merriell A. Jay for designing the logo for the cover, and Ms. Helen L. Faucette for typing the final copy for publication.

Jeff E. Smith
Director
Institute on Desegregation

14 May 1980

I

INTRODUCTION

This bibliography, prepared under the aegis of the Institute on Desegregation at North Carolina Central University, is in keeping with the Institute's mission to disseminate data and reports culminating from organized, cooperative, inter-institutional research projects that focus greater attention on problems related to desegregation in post-secondary education.

The bibliography reflects the primary intent of the compilers to produce an informative document that caters to the needs of researchers in mounting a careful examination of the problems associated with desegregation in general and the white presence on the black campus. Political and economic scrutiny of the traditionally black colleges and universities in the United States reached a highwater mark during the past decade. Attention had become so riveted on the black presence on the white campus that the white presence on the black campus was largely ignored until political and economic expediency forced the raising of questions about the value of the contributions of historically black institutions to society.

As white students, faculty, and staff increase in number at predominantly black colleges and universities, politicians, decision-makers, planners, administrators, and judges of both racial groups involved with this phenomenon find themselves facing a need for research that is more relevant to the impact of desegregation on the day-to-day and long-range operations of these historically black institutions. In recognition of this fact, the compilers felt that it was their duty to identify and organize information pertinent to the desegregation of the black institution and the white presence on its campus. Therefore, the major purpose of this bibliography was to bring together research and related literature from the social and behavioral sciences that contribute to an enlarged understanding of the white presence on traditionally black campuses. The references included in this bibliography are fairly broad in scope because of the nature and complexity of the problems associated with desegregation.

Sections II, III, and IV are works of a general nature. The intent here is to provide bibliographical sources that will assist in the development of a background or knowledge-base of the traditionally black institutions of higher education for those researchers new to the subject. For those who are already more than just slightly acquainted with the history of traditionally black institutions, these sections will serve to rekindle an appreciation of the contributions that these so-called "disadvantaged" and "inferior" institutions have made throughout the entirety of their respective existences.

The references that comprise Section V relate to student enroll-

ment, problems, issues, and concerns. The special emphasis of Section VI is on research relating to the attitudes of both blacks and whites about desegregation and racial groups.

Studies included in Section VII explore issues related to the value of traditionally black institutions to society, their future, and most importantly, their survival.

To facilitate the use of this bibliography, the books, monographs, reports, articles in journals, periodicals, magazines, and newspapers, dissertations, theses, and papers in each section are grouped separately and arranged alphabetically.

In the interest of candidness, accuracy, and general comprehensiveness, the compilers wish to note that there are many gaps, much unevenness, and flaws that will be remedied via a sincere solicitation of the reader's critical comments and suggestions. The compilers will be particularly interested in having their attention drawn to additional references.

II

NATIONAL/REGIONAL COMMENTARIES

A. Books

Ashmore, Harry S. The Negro and the Schools. Chapel Hill: The University of North Carolina Press, 1954.

This book was written without advocacy of either side of the decisions of the United States Supreme Court on the issues of segregation in the public schools in five communities in South Carolina, Virginia, Kansas, Delaware, and Washington, D. C. The research was done by 45 highly competent scholars, mostly Southerners.

Beck, James D. The Counselor and Black/White Relations. Boston. Houghton Mifflin Company, 1973.

Ballard, A. B. The Education of Black Folk. New York: Harper and Row, 1973.

Ballard makes the case against personal and institutionalized racism in higher education and then calls for increasing the present low level of blacks in higher education to 25 percent on both the undergraduate and graduate levels, as well as for the creation of black scholars and researchers who will in turn develop a body of knowledge and theory capable of serving the black community and ultimately the transformation of all American society.

Bond, Horace M. The Education of the Negro in the American Social Order. Englewood Cliffs, New Jersey: Prentice-Hall, 1932.

One of the first comprehensive histories of Negro education, this book is considered by many to be a classic in the field.

Boyd, William M. Desegregating America's Colleges, A Nationwide Survey of Black Students, 1972-1973. New York: Praeger, 1974.

Bullock, Henry A. A History of Negro Education in the South from 1619 to the Present. Cambridge, Massachusetts: Harvard University Press, 1967.

This historical sketch describes the educational opportunities of Southern blacks from colonial times to the present.

Clift, Virgil A., ed. Negro Education in America. New York: Harper, 1962.

The several contributors to this volume describe how the special problems connected with the education of Negroes have

developed historically. The volume includes anthropological, sociological and psychological data which help to explain just what is, and is not, pertinent to questions of race and race relationships. It also explores the many ramifications of these questions.

Coleman, James S. Equality of Education Opportunity. Washington: United States Department of Health, Education and Welfare, 1966.

Dabney, Charles William. Universal Education in the South. Chapel Hill: The University of North Carolina Press, 1936.

This two-volume work reconstructs in biographical form 150 years of effort expended by educational leaders, both black and white, to establish free public schools for all children of the South.

Digg, Margaret A. Catholic Negro Education in the United States. New York: Standard Printing Company, 1936.

This work reviews the attitudes of Catholics toward the Negro and their efforts for the uplift of the downtrodden from the colonial period to policies in effect up to the 1930s.

DuBois, W.E.B. The Education of Black People: Ten Critiques, 1906-1960. Amherst: University of Massachusetts Press, 1973.

_____. The Souls of Black Folk. New York: Fawcett Publications, 1969.

DuBois sketches the spiritual world, the meaning of emancipation, and the rise of personal leadership of black people. He describes the struggles of the massed missions of the black peasantry, the passion of its human sorrow, and the struggle of its greater souls.

Franklin, John Hope. From Slavery to Freedom: A History of Negro Americans. New York: Alfred A. Knopf, 1974.

This is a favored standard Afro-American history text.

Frazier, E. Franklin. The Negro in the United States. New York: Macmillan, 1957.

_____. Negro Land-Grant Colleges. Washington: Howard University Press, 1949.

Gallagher, Buell G. American Caste and the Negro College. New York: Columbia University Press, 1938.

The first chapters of this book are devoted to an analysis of caste and supporting social forces. Chapters IV to XIX analyze the educational structure in the light of its social task. The

remaining chapters deal with principles and practices for the college which seeks to discharge its social function.

Holmes, Dwight Oliver Wendell. The Evolution of the Negro College. New York: Arno Publishing Company, 1969.

Jones, Ann. Uncle Tom's Campus. New York: Praeger, 1973.

This is a humorous and sometimes all-too-painfully real account of education as conducted on a fictional, private, predominantly black college campus.

Kelley, Earl C. Education for What Is Real. New York: Harper and Brothers, 1947.

Kluger, Richard. Simple Justice: The History of Brown vs. the Board of Education and Black America's Struggle for Equality. New York: Alfred A. Knopf, 1976.

This book combines five historic cases that raise the same questions. The primary interest of Kluger is to suggest how law and men interact, how social forces of the past collide with those of the present, and how the men selected as America's ultimate arbiters of justice have chosen to define that quality with widely varying regard for the emotional content of life itself.

Pettigrew, Thomas F. A Profile of the Negro American. Princeton, New Jersey: D. Van Nostrand, 1964.

St. John, Nancy H. School Desegregation: Outcome for Children. New York: John Wiley and Sons, 1975.

Swint, Henry Lee. The Northern Teacher in the South, 1862-1870. Nashville: Vanderbilt University Press, 1941.

This is a study of the Northern teachers, the spiritual followers of the armies of Grant and Sherman, who were sent South after the Civil War by the various Freedom's Aid Societies, of their experiences and of the motives of the business and professional men who supported them.

Thompson, Daniel C. Private Black Colleges at the Crossroads. Boston: Greenwood Press, Inc., 1973.

Walker, Edna M. Education of the Afro-American in America. Washington: University Press of America, 1976.

Webster, Staten W. The Education of Black Americans. New York: Intext Educational Publishers, 1973.

Weinberg, Mayer. A Chance to Learn: The History of Race and Education in America. New York: Cambridge University Press, 1977.

This is a critical study of the education of Blacks, Mexican-

American, Native Americans and Puerto Ricans from the time of their first contact with White American culture to the present. A notable strength of this study is its excellent account of the legal struggle to end segregation in education, the decades of successful resistance by local jurisdictions, and recent progress in education.

_____. Minority Students: A Research Appraisal. Washington: National Institute of Education, United States Department of Health, Education and Welfare, 1977.

West, Earle H. The Black American and Education. Columbus, Ohio: Merrill, 1972.

This collection of readings relative to the history of Negro education in the United States is designed to suggest the major issues, events, and conditions from colonial times to the present. The readings have been arranged chronologically into three chapters arbitrarily set off from each other by the Emancipation and by World War I. Each chapter is introduced by a brief essay which traces the main course of Negro education during that period and indicates how the various readings fit into that era.

Wiggins, Samuel P. Higher Education in the South. Berkeley, California: McCutchan Publishing Corporation, 1966.

This study deals with three kinds of endemic problems confronting Southern higher education: race, poverty, and substandard pre-collegiate education. While these problems are not restricted to the South, they are most prevalent in the South.

Willie, Charles V., and Ronald R. Edmonds. Black Colleges in America: Challenge, Development, Survival. New York: Teachers College Press, 1978.

Woodard, C. Vann. The Strange Career of Jim Crow. New York: Oxford University Press, 1974.

This is a standard account of the origins of segregation.

Woodson, Carter C. Miseducation of the Negro. Washington: Associated Publishers, 1933. Reprinted in 1967.

Woodson holds that the Negro has been miseducated because he has been taught to value himself at less than his proper worth.

_____. The Education of the Negro Prior to 1861. New York: Arco Publishing Company, 1968.

Wright, Nathan. What Black Educators Are Saying. Englewood Cliffs, New Jersey: Hawthorne Books, 1970.

B. Monographs and Reports

A Contemporary Status Report on the Libraries of Historically Black Public Colleges and Universities. Atlanta: Office for Advancement of Public Negro Colleges, 1976.

Black Colleges in the South from Tragedy to Promise. Atlanta: Southern Association of Colleges and Schools, 1971.

This report contains a review of the black colleges in the South and their struggles to meet standards of accreditation.

Blackwell, James E. Black Colleges as a National Resource: Beyond 1975. A Conference Report. Atlanta: Southern Education Foundation, 1976.

Brooks, Glenwood C. "Desegregating the Black Colleges and Universities: Its Ramifications and Impact," Institution-Wide Planning for the Minority Student at the Black College and University. Atlanta: Southern Regional Education Board, 1975.

Brown, Charles I. The White Presence on the Black Campus: Some Questions and Answers. Washington: National Association for Equal Opportunity in Higher Education, 1978.

This summative account of research is about the white presence on the black campus and some remaining problems that are still in search of viable solutions.

_____. The White Student on the Black Campus. Atlanta: Southern Regional Educational Board, 1973.

This monograph offers the first regional in-depth profile of the white student on the black campus. In addition to enrollment data, other topics included are occupational goals, sources of income, prior contact with blacks, academic and non-academic experiences.

Caliver, Ambrose. A Background Study of Negro College Students. Washington: United States Government Printing Office, 1933.

Carnegie Commission on Higher Education. From Isolation to Mainstream: Problems of the Colleges Founded for Negroes. New York: McGraw-Hill, 1971.

Coleman, James S. Equality of Educational Opportunity. Washington: Superintendent of Documents, United States Government Printing Office, 1966.

Ending Discrimination in Higher Education: A Report from Ten States. Atlanta: Southern Education Foundation, 1974.

Galambos, Eva C. Racial Composition of Faculties in Public Colleges and Universities of the South. Atlanta: Southern

Regional Education Board, 1979.

Harnett, Rodney, and Benjamin Payton. Minority Admissions and Performance in Graduate Study. New York: Ford Foundation, 1978.

This is a preliminary study of fellowship programs at the Ford and Danforth Foundations.

Jones, Larry G. Black Students Enrolled in White Colleges and Universities: Their Attitudes and Perceptions. Atlanta: Southern Regional Education Board, 1979.

Jones, Phillip E., ed. Historical Perspectives on the Development of Equal Opportunity in Higher Education. ACT Special Report 22. Iowa City: The American College Testing Program, 1978.

Articles in this report pertinent to the white presence include those related to the development of black higher education, the response of historically white institutions to blacks, and others.

Kelly, Fred J., and others. National Survey of Higher Education for Negroes. 4 vols. Washington: United States Office of Education and Federal Security Agency, United States Government Printing Office, 1942-1943.

Klein, Arthur J. The Survey of Negro Colleges and Universities. Bulletin No. 7. Washington: United States Bureau of Education, 1928.

_____. Survey of Land-Grant Colleges and Universities. Bulletin No. 9. 2 vols. Washington: United States Bureau of Education, 1930.

Peterson, Marvin W., and others. Black Students on White Campuses: The Impacts of Increased Black Enrollments. Ann Arbor: The University of Michigan, 1978.

Price, J. St. Clair. Improving the Academic Performance of Negro Students. Atlanta: Association of Colleges and Secondary Schools, 1959.

Sawyer, G. M. "Black Colleges and Community Development," Institution-Wide Planning for the Minority Student at the Black College and University. Atlanta: Southern Regional Education Board, 1975.

School Desegregation in Metropolitan Areas: Choices and Prospects. A National Conference, March 15-16, 1977. Washington: The National Institute of Education, United States Department of Health, Education and Welfare, 1977.

Seals, R. Grant. View of the 1890 Institutions: Impact of Enrollment and Student Body Composition on Academic Program, Design and Delivery. Reno: University of Nevada, 1977.

Small Change: A Report on Federal Support for Black Colleges. Atlanta: Southern Education Foundation, 1972.

Smith, Jeff E., ed. Proceedings of the National Conference on Desegregation in Higher Education. Institute on Desegregation, North Carolina Central University, July 18-20, 1979. Iowa City: The American College Testing Program, Forthcoming 1980.

The contributors and their presentations are as follows:

Auzenne, Delores A. "The Management of Desegregation: A Case Study of Florida A. and M. and Florida State Universities."

Blake, Jr., Elias. "The Impact of Current Desegregation on Higher Education."

Chambers, Julius LeVonne. "The Impact of Supreme Court Desisions on the Desegregation of Statewide Systems of Higher Education."

Clayton, Robert L. "Enrollment Characteristics of First-Year Students at Historically Black Colleges: Some Implications for Desegregation in Higher Education."

DeLoatch, Alexandria. "Federal and State Influences in the Desegregation of Traditionally Black Institutions of Higher Education."

Gamson, Zelda F., Marvin W. Peterson, and Robert L. Blackburn. "From Predisposition to Reassessment: Stages in the Responses of Colleges and Universities to Increased Black Enrollments."

Gavins, Raymond. "The Impact of Desegregation on Society: Are Values Changing?"

Goodrich, Andrew. "Developing a Data-Driven Retention Model for Improving Minority Student Persistence in Predominantly White Colleges and Universities."

Haynes, Leonard L., III. "The Adams Mandate: Is It a Blueprint for Realizing Equal Educational Opportunity and Attainment?"

Mason, Ernest D. "The Dilemmas of Role, Rule, and Reason in Desegregation: A Commentary."

Matlock, John H., Jr., and Frederick S. Humphries. "The Planning of the Merger of Two Public Higher Education Institutions: A Case Study of Tennessee State University and The University of Tennessee at Nashville."

Preer, Jean. "Lawyers vs. Educators: Changing Perceptions of Desegregation in Higher Education."

Reichard, Donald J., Dorothy F. Sutton, Linda K. Pratt, and Norman P. Uhl. "Environment of a Predominantly Black and a Predominantly White Campus as Seen by Black and White Students."

Rosenthal, Steven J. 'Racism and the Campus Environment: Student Attitudes and Perceptions."

Small, Hazel. "Faculty and Staff Recruitment, Promotion, Tenure, and Retirement."

Smith, Jeff E. "Introduction" and "The National Conference on Desegregation in Higher Education: An Evaluation Report."

Speller, Benjamin F., Jr. "Desegregation in Higher Education: A Selected Bibliography."

Uhl, Norman P. "An Action-Oriented Technique for Improving a Campus Environment."

Willie, Charles V. "Desegregation, Ethics and the Problem of Value."

Wright, Stephen J. "The Impact of Current Desegregation Policy on Students and American Society."

Smith, Jeff E. School Desegregation and Student Achievement: Abstracts and Bibliography. Durham: Institute on Desegregation, North Carolina Central University, Forthcoming 1980.

_____. Why Students Attend Predominantly Black and Predominantly White Post-Secondary Institutions. Durham: Institute on Desegregation, North Carolina Central University, Forthcoming 1980.

Standley, Nancy V. White Students Enrolled in Black Colleges and Universities: Their Attitudes and Perceptions. Atlanta: Southern Regional Education Board, 1978.

Stewart, Jewel H., and August W. Eberle. "First Report on a Study of Predominantly Black Higher Education Institutions in the United States." Bloomington: Department of Higher Education, School of Education, Indiana University, 1979. (Mimeographed.)

Wright, Stephen J. "Traditionally Black Colleges: A Brief Review," College Entrance Examination Board, 1973.

C. Serial Literature

Bond, Horace M. "The Origin and Development of the Negro Church-

Related College," Journal of Negro Education, XXIX (Summer, 1960), 217.

Bradley, Laurence A., and Clifford W. Bradley. "The Academic Achievement of Black Students in Desegregated Schools: A Critical Review," Review of Educational Research, XLVII (Summer, 1977), 399-449.

Brewer, William. "Book Review of the Survey of Negro Colleges and Universities," by Arthur J. Klein. Journal of Negro History, XIV (July, 1929), 355.

In this review, Brewer takes many exceptions to what many then and now believe to be a very controversial and prejudicial study.

Brown, Charles I., and Phyllis R. Stein. "The White Student in Five Predominantly Black Universities," Negro Educational Review, XXIII (October, 1972), 148-169. See also Faculty Research Edition, Savannah State College Bulletin, XXVI (December, 1972), 5.

Many questions posed by this pilot study of white students on predominantly black campuses are yet to be resolved.

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Burrows, Rodney A. "The Impact of Desegregation on Black Public Higher Education: Some Views of Black Administrators," Negro Educational Review, XXVIII (April, 1977), 63-74.

Centra, John A. "Black Students at Predominantly White Colleges: A Research Description," Sociology of Education, XLIII (1970), 325-339.

_____, Robert L. Linn, and Mary Ellen Parry. "Academic Growth in Predominantly Negro and Predominantly White Colleges," American Educational Research Journal, VII (1970), 83-98.

Clark, Kenneth B. "Desegregation: An Appraisal of the Evidence," Journal of Social Issues, IX (1953).

Decker, Paul M. "A Study of White Teachers in Negro Colleges," Journal of Negro Education, XXIV (1955), 501-5.

Elam, Ada M. "Two Sides of the Coin: White Students in Black Institutions," Journal of the National Association of Women Deans, Administrators, and Counselors, XLI (Winter, 1978), 57.

Franklin, John Hope. "Jim Crow Goes to School: The Genesis of Legal Segregation in Southern Schools," South Atlantic Quarterly (Spring, 1959), pp. 225-235.

Gavins, Raymond. "The Impact of Desegregation on Society: Are Values Changing?" Southern Changes, II (February, 1980), 5-9.

Goldman, Roy D. "Hidden Opportunities in the Prediction of College Grades for Different Subgroups," Journal of Educational Measurement, X (February, 1973), 205-210.

Hartnett, Rodney T. "Differences in Selected Attitudes and College Orientations Between Black Students Attending Traditionally Negro and Traditionally White Institutions," Sociology of Education, XLIII (1970), 419-436.

Holsendolph, E. E. "Black Colleges are Worth Saving," Fortune (October, 1971), p. 106.

Howard, A. E. Dick. "Race and Education: The Road from 'Brown,'" The Wilson Quarterly, III (Spring, 1979), 96-107.

Hunter, Charlayne. "Black Colleges and the Black Mood," Southern Education Reporter, IV (May, 1969), 28-31.

Johnson, O. Clayton. "The Importance of Black Colleges," Educational Record, LII (Spring, 1971), 165-171.

Kallingal, Anthony. "The Prediction of Grades for Black and White Students at Michigan State University," Journal of Educational Measurement, VIII (Winter, 1971), 263-265.

Kleinbaum, David G., and Anna Kleinbaum. "The Minority Experience at a Predominantly White University: A Report of a 1972 Survey at The University of North Carolina at Chapel Hill," Journal of Negro Education, XLV (Summer, 1976), 312-328.

Lyons, James E. "The Adjustment of Black Students to Predominantly White Campuses," Journal of Negro Education, XLII (February, 1973), 462-466.

_____. "The Black Public College: To Stay Open or To Close?" Integrated Education, XII (July-August, 1974), 22-23.

McSwine, Bartley. "The Great American Whitewash," Change, XI (October, 1979), 54-57.

Mays, Benjamin E. "What is the Future of Negro Colleges?" Southern School News (April, 1961), p. 12.

Mommsen, Kent G. "Professionalism and the Racial Context of Career Patterns among Black American Doctorates: A Note on the 'Brain Drain' Hypothesis," Journal of Negro Education, XLII (Spring, 1973), 191-204.

"Only One White Student Attends Desegregated Teachers College," Southern School News (January, 1962), p. 10.

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Willie, Charles V. "Black Colleges Redefined," Change, XI (October, 1979), 46-49.

Wright, Stephen J. "The Dilemma of the Negro College: Transition and the Brain Drain," Journal of Education, CLIII (December, 1970), 48-58.

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"Brown Profiles White Students on Black Campus," The Fayetteville Observer, December, 1973, p. B-13.

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Clearbaut, David. "The Liberal Arts College: Desegregation without Integration." Paper presented at the annual meeting of the Illinois Sociological Association, 1976.

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Frieson, Faye Alease. "The Politics of Desegregation: A Study of the Political Dynamics Within and Between the Maryland System of Higher Education and Its Four Public Black Colleges." Unpublished Ph.D. dissertation, Cornell University, 1979.

Haynes, Leonard L., III. "The Adams Mandate: Is It a Blueprint for Realizing Equal Educational Opportunity and Attainment?" Paper contributed to the National Conference on Desegregation in Higher Education, Raleigh, North Carolina, July 19, 1979.

Hearn, R. D., "The Development of Higher Education for Negroes in the South, with Special Reference to the Denominational Schools." Unpublished Master's thesis, Prairie View A. and M. College, 1947.

Holley, Charles James, Jr. "A Study of the Consummation of Desegregation Upon Black Institutions of Higher Education." Unpublished Ph.D. dissertation, Wayne State University, 1977.

Jenkins, Charles Raymond. "A Study of Legal and Administrative Aspects of Desegregation in Public Higher Education with Reference to The University of North Carolina."

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Lang, William H. "Abolitionist Educators and the Northern Freed Blacks, 1830-1860." Paper presented at the Association for the Study of Negro Life and History, Washington, D. C., 1977.

Muir, Donal E. "Six-Year Trends in Integration Attitudes of Deep-South University Students." Paper presented at the annual meeting of the American Sociological Association, Washington, D. C., 1970.

Norvell, Merritt James, Jr. "The Desegregation of Higher Education: A Case Study of the Problems and Issues Confronting the Implementation of the Maryland Plan for Completing the Desegregation of Its Public Postsecondary Education Institutions." Unpublished Ph.D. dissertation, The University of Wisconsin at Madison, 1976.

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Turner, William H. "Black Colleges and the Assimilation of Blacks in American Life." Paper contributed to the National Conference on Desegregation in Higher Education, Raleigh, North Carolina, July 19, 1979.

III

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Bond, Horace Mann. Negro Education in Alabama: A Study in Cotton and Steel. Washington: Associated Publishers, 1939.

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Boyle, Sarah Patton. The Desegregated Heart: A Virginian's Stand in Time of Transition. New York: Morrow, 1962.

Brown, Hugh V. E-QUAL-ITY Education in North Carolina among Negroes. Raleigh: Irving Swain Press, 1964.

_____. A History of the Education of Negroes in North Carolina. Raleigh: Irving Swain Press, 1961.

This work describes the development of the education of Negroes in North Carolina. The author discusses the contributions of many individuals and agencies that influenced education in North Carolina.

Dabney, Lillian G. The History of Schools for Negroes in the District of Columbia, 1807-1947. Washington: Catholic University of America Press, 1949.

From Servitude to Service: The History and Work of Southern Institutions for the Education of the Negro. Boston: American Unitarian Association, 1905.

Mayer, Robert R., Charles E. King, Anne Borders-Patterson, and James S. McCullough. The Impact of School Desegregation in a Southern City. Lexington, Massachusetts: Lexington Books, D. C. Heath and Company, 1974.

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This study creates a detailed picture of the development of Negro higher education in Georgia. It also describes the terms of "movements" that were experienced throughout most of the South.

Smith, Ruth. The White Man's Burden. New York: Vanguard Press, 1946.

A native of Kansas, the author gives an autobiographical account of her experiences as a white teaching missionary in Alabama. She was persuaded in this direction after seeing persons of color denied a college education in her own native state.

B. Monographs and Reports

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A Plan for the Further Desegregation of the University System of Georgia. Atlanta: University System of Georgia, 1974.

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State-Supported Traditionally Negro Colleges in North Carolina.

Special Report. Raleigh: North Carolina Board of Higher Education, 1967.

Summary of the Fifth Annual Desegregation Status Report for Public Postsecondary Education Institutions in the State of Maryland. Annapolis: Maryland State Board for Higher Education, 1979.

"The Debate on School Segregation in South Carolina, 1868," Proceedings of the Constitutional Convention of South Carolina Held at Charleston, South Carolina, Beginning January 14th and Ending March 17th, 1868. Charleston: Denny and Perry, 1868. pp. 691-706.

The Impact of Academic Program Offerings on the Desegregation Process of the Maryland Postsecondary Education Institutions. Annapolis: Maryland State Board for Higher Education, 1977.

The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Postsecondary Education Systems. Chapel Hill: General Administration, The University of North Carolina, 1974.

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Hubbell, John T. "Some Reactions to the Desegregation of the University of Oklahoma, 1946-1950," Phylon, XXXIV (June, 1973), 187-196.

Stanley, Charles J., and others. "College Desegregation in Florida," Integrated Education, XIII (September-October, 1975), 14-18.

Wilson, Benjamin F., and Merinda Davis Wilson. "Higher Education in Georgia: The Struggle for Equality," Negro Educational Review, XXX (April-July, 1979), 202-208.

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Auzenne, Delores A. "The Management of Desegregation: A Case Study of Florida A. and M. University and Florida State University." A paper presented at the National Conference on Desegregation in Higher Education, Raleigh, North Carolina, July 20, 1979.

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IV

COMMENTARIES ON INSTITUTIONAL/EDUCATIONAL LEADERS

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In this examination of the history of Lincoln University and the ideas responsible for its establishment, much of the story that Bond tells centers on the founders of Lincoln University: John Miller Dickey, a Scotch-Irish Presbyterian minister and Sarah E. Cresson, a Philadelphia Quaker.

Chesnutt, H. M. Charles Waddell Chesnutt: Pioneer of the Color-line. Chapel Hill: The University of North Carolina Press, 1952.

Dyson, Walter. Howard University, The Capstone of Negro Education: A History, 1867-1940. Washington: Howard University Press, 1941.

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Johnson, Evelyn A. History of Elizabeth City State University: A Story of Survival. New York: Vantage Press, Inc., Forthcoming 1980.

This book describes the work and achievements of five ECSU presidents: Peter W. Moore, John H. Bias, Harold L. Trigg, Sidney D. Williams, Walter N. Ridley, and Marion D. Thorpe.

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The five leaders included in this publication are Simon G. Adkins, Winston-Salem Teachers College; James B. Dudley, Agricultural and Technical College in Greensboro; Annie W. Holland, State Supervisor of Elementary Education; Peter W. Moore, Elizaebth City Teachers College; and Ezekiel E. Smith, Fayetteville State Teachers College.

Prairie View A. and M. College: The First Seventy-Five Years,

1876-1951. Prairie View, Texas: Prairie View A. and M. College, 1951.

Read, Florence M. The Story of Spelman College. Princeton: Princeton University Press, 1961.

Rhodes, Lelia G. Jackson State University: The First Hundred Years. Oxford: University Press of Mississippi, 1978.

Thrasher, Max Bennett. Tuskegee: Its Story and Its Work. Westport, Connecticut: Greenwood Press, Inc., 1900.

In this book, Thrasher weaves a narrative of Booker T. Washington and his gospel of industry around numerous photographs of Tuskegee Institute in its early days.

Woolfolk, George Ruble. Prairie View: A Study in Public Conscience. New York: Pageant Press, Inc., 1962.

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Jones, Mildred P. "History of Fayetteville State College." Fayetteville: Fayetteville State University, Chestnutt Library, Archieve Files, 1969.

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Murray, Percy E. "The Presidency of James Ward Seabrook of Fayetteville State University, 1934-1956." Paper read at the Association for the Study of Negro Life and History, Washington, D. C., 1977.

Pitre, Merline. "A Historical Analysis of the Events That Gave Rise to Texas Southern University." Paper read at the Association for the Study of Negro Life and History, Los Angeles, California, 1978.

Sims, Van E. "The Willette Rutherford Banks Administration: A Study in the Historical Development of Prairie View Agricultural and Mechnical College." Unpublished Master's thesis, Prairie View A. and M. College, 1950.

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Unfulfilled." Unpublished Master's thesis, Prairie View A. and M. College, 1946.

Tipton, Elizabeth H. "A Descriptive Analysis of Selected Forces and Events Which Influenced the Founding, Growth and Development of Bowie State College from 1865 to 1975." Unpublished Doctoral dissertation, Washington University, 1975.

Thigpen, Nettie H. "From the Howard School to Fayetteville State College: The Early Years." Paper read at the Association for the Study of Negro Life and History, Washington, D. C., 1977.

Washington, Samuel N. "The Land-Grant Colleges for Negroes, 1914-1945: A Study in Higher Education." Unpublished Master's thesis, Prairie View A. and M. College, 1949.

V

ENROLLMENT/FINANCE/STUDENT COMMENTARIES

A. Books, Monographs, and Reports

David, Jerry S., and Allan A. Kirschner. The Ways and Means: A Study of the Needs and Resources of Students Enrolled in United Negro College Fund Member Institutions. Research Report 2:1. New York: United Negro College Fund, Inc., 1977.

This study had as its purpose to identify, describe, and assess: (1) the costs of education to United Negro College Fund (UNCF) students in 1975-76; (2) the resources available to meet those costs; (3) the need for additional aid resources; and (4) some major relationships among college costs, financial aid policies, institutional finance, and student access to UNCF colleges. All of the 41 UNCF colleges and universities are fully accredited, private, predominantly black institutions. Students were randomly surveyed with the Student Resource Survey, a data collection and analysis system developed by the College Entrance Examination Board. Information was compiled in 11 areas: personal and academic characteristics; why students attend UNCF colleges; UNCF college characteristics that are important to the student; student expense budgets; scholarships and grants; loans; student employment during the term; total aid and unmet needs; total resources available; financial aid and institutional cost; and the federal cost of education payments to colleges.

Davis, Junius A., and Susan Kerner-Hoeg. Validity of Preadmission Indices for Blacks and Whites in Six Traditionally White Public Universities in North Carolina. Princeton, New Jersey: Educational Testing Service, 1971.

Fenske, Robert H., and Craig S. Scott. The Changing Profile of College Students. Research Report No. 10. Iowa City, Iowa: The American College Testing Program, 1973.

This paper reviews the dynamic changes presently taking place in the abilities, background characteristics, and goals of students entering both the traditional college programs and those programs increasingly seen as part of higher education, such as post-high school vocational-technical institutions and "universities."

Financing Equal Opportunity in Higher Education. Princeton, New Jersey: College Entrance Examination Board, 1971.

Haven, Elizabeth W., and Dwight H. Horch. How College Students Finance Their Education: A National Survey of the Educational Interests, Aspirations and Finances of College

Sophomores. Princeton, New Jersey: College Entrance Examination Board, College Scholarship Service, 1972.

Kellams, Samuel E. Emerging Sources of Student Influence. ERIC Research Report No. 5. Washington: ERIC Clearinghouse on Higher Education, George Washington University, 1975.

This study examines the newly emerging sources of student influence from 1970 to the present. The focus is basically on political sources and includes "old-style" protest, lobbying, student-run cooperatives, student participation in governance, collective bargaining, and the student as full citizen and full adult. While students have become more sophisticated in their modes of influence, their interests since 1970 have become delimited to the concerns that affect their lives the most--the cost of their education, issues of their own freedom, and their participation in campus decision-making.

Leavell, Ullin W. Philanthropy in Negro Education. Nashville: George Peabody College, 1972.

Milner, Murray, Jr. The Illusion of Equality. San Francisco: Jossey-Bass, 1972.

This book focuses on some of the broad societal issues connected with higher education. It gives a detailed exposition of the probable effects of expanding student financial aid. It further gives an analysis of the history of social conflict in twentieth century America. Finally, it suggests that the issue of economic inequity must be faced directly and explicitly.

Mingle, James R. Fact Book on Higher Education in the South, 1977 and 1978. Atlanta: Southern Regional Education Board, 1978.

Minority Enrollment and Representation in Institution of Higher Education. New York: Ford Foundation, Office of Reports, 1974.

Miskel, Mary Jane. "Minority Student Enrollment," Research Currents. Washington: ERIC Clearinghouse on Higher Education, George Washington University, 1973.

This report examines conditions facing the minority student in undergraduate education. Emphasis is placed on barriers to higher education, efforts to lower the barriers, preparatory programs, ethnic studies and recent developments.

Racial and Ethnic Enrollment Data from Institutions of Higher Education. Washington: Office for Civil Rights, United States Department of Health, Education, and Welfare, 1976.

Robinson, Lora H. "College Student Morale," Research Currents. Washington: ERIC Clearinghouse on Higher Education, George

Washington University, 1972.

Student-administration, student-faculty, and student-to-student relationships are discussed and statistical data are presented that represent the attitudes of 373 college students from two liberal arts colleges.

Shulman, Carol H. Financing Higher Education. ERIC Review No. 3. Washington: ERIC Clearinghouse on Higher Education, George Washington University, 1972.

These reviews of the various solutions proposed to meet the financial crisis in higher education include: formula grants; student loans; institutional grants; state aid; bank plans, such as the Educational Opportunity Bank; scholarships and tax credits; and proposals for a national center for higher education.

Small Change: A Report on Federal Support for Black Colleges. Atlanta: Southern Education Foundation, 1972.

The Administration of Admission and Financial Aid in the United Negro College Fund Colleges. Princeton, New Jersey: College Entrance Examination Board, 1969.

Undergraduate Enrollment by Ethnic Groups in Federally Funded Institutions of Higher Education, Fall 1968. Washington: United States Department of Health, Education, and Welfare, 1969.

Statistical Abstract of Higher Education in North Carolina, 1976-77, 1977-78, 1978-79. Research Reports. Chapel Hill: General Administration, The University of North Carolina, 1977, 1978, and 1979.

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B. Serial Literature

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Calloway, Andrew H. "Integration-in-Reverse: Going from Black to Black and White," College and University Business, LII (February, 1972), 59-61.

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Egerton, John. "Almost All-White," Southern Education Reporter, IV (May, 1969), 2-17.

Geiger, Roger L. "The Case of the Missing Students," Change, X (December-January, 1978/1979), 64-65.

Leeson, Jim. "Desegregation: The Pace Quickens in the South," Southern Education Reporter, II (April, 1967), 1-5.

McClain, Benjamin R. "The Need for Black Colleges: A Black Perspective," Crisis, LX XVI (May, 1979), 151-154.

Mather, Anne P. "University-Wide Planning for Minority Students," Regional Spotlight, IX (1975), 1-9.

"More White Students are Enrolling in the South's Public Black Institutions," Regional Action, XXVIII (July, 1977). 4-5.

Rentschler, Donald R. "Courts and Politics: Integrating Higher Education in North Carolina," NOLPE School Law Journal, VII (1977), 1-20.

Thomas, Gail E. "The Influence of Ascription, Achievement and Educational Expectations on Black-White Postsecondary Enrollment," Sociological Quarterly, XX (Spring, 1979), 209-222.

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VI

ATTITUDINAL COMMENTARIES

A. Books

Allport, Gordon W. The Nature of Prejudice. Garden City, New York: Doubleday Anchor, 1958.

One of the first surveys on group prejudice, this book emphasizes the social, legal, economic and psychological stresses that are causative of hatred and conflict.

Banks, James A., and Jean D. Grambs. Black Self-Concept. New York: McGraw-Hill, 1972.

This is an anthology of position papers by Banks, Grambs, Nancy L. Arnaz, James A. Goodman, Barbara A. Sizemore, et al. It deals with ways in which schools might enhance the self-image of black children to increase their academic achievement and emotional growth.

Bettelheim, Bruno, and M. Janowitz. Social Change and Prejudice, Including Dynamics of Prejudice. New York: Free Press, 1965.

Brickman, William W., and Stanley Lehrer, eds. Conflict and Change on the Campus: The Response to Student Hyperactivism. New York: School and Society Books, 1970.

Campbell, Angus. White Attitudes Toward Black People. Ann Arbor: Institute for Social Research, The University of Michigan, 1971.

Cope, Robert G., and William Hannah. Revolving College Doors: The Causes and Consequences of Dropping Out, Stopping Out, and Transferring. New York: John Wiley and Sons, 1975.

Gurin, Patricia, and Daniel Katz. Motivation and Aspiration in the Negro College. Ann Arbor: Institute for Social Research, The University of Michigan, 1966.

Klineberg, Otto. Characteristics of the American Negro. New York: Harper Brothers, 1944.

Levine, Robert A., and Donald T. Campbell. Ethnocentrism: Theories of Conflict, Ethnic Attitudes, and Group Behavior. New York: John Wiley and Sons, 1972.

Mydral, Gunnar. An American Dilemma: The Negro Problem and Modern Democracy. New York: Harper, 1944.

In this sociological classic, Myoral examines the dilemma that has been posed by the ideals of the American Creed and the tardy implementation of the American Creed toward the Negro.

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Schuman, Howard, and Shirley Hatchett. Black Racial Attitudes: Trends and Complexities. Ann Arbor: Institute for Social Research, The University of Michigan, 1974.

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The question this study tries to answer is of perpetual interest to specialists in inter-group relations: To what degree does formal education improve people's attitudes toward religious, ethnic and racial minorities? This study was conducted by the American Jewish Committee.

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Blake, R., and W. Dennis. "The Development of Sterotypes Concerning the Negro," Journal of Abnormal Social Psychology, XXXVIII (October, 1943), 525.

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Edwards, Ozzie. "Intergenerational Variation in Racial Attitudes," Sociology and Social Research, LVII (1972), 22-31.

Ehrlich, H. J. "Attitudes, Behavior, and the Intervening Variables," American Sociologist, IV (1969), 29-34.

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Garrison, K. C., and Viola S. Burch. "A Study of Racial Attitudes of College Students," Journal of Psychology, IV (1933), 230.

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Larson, R., Gladys Ahrenholz, and L. Graziplene. "Integration Attitudes of Students at the University of Alabama," Journal of Social Psychology, LXIII (August, 1964), 327.

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Muir, D. E., and C. D. McGlomery. "The Evaluation of Desegregation Attitudes of Southern University Students," Phylon, XXIX (1969), 105.

Paige, Jeffery M. "Changing Patterns of Anti-White Attitudes Among Blacks," Journal of Social Issues, XXVI (1970), 69-86.

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Attitudes," Public Opinion Quarterly, XXXVI (1972), 347-354.

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Sheatsley, Paul B. "White Attitudes Toward the Negro," Daedalus, XCV (1966), 217-238.

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Wrightsman, Lawrence S. "Dimenisonalization of Attitudes Toward the Negro," Psychological Reports, XI (October, 1962), 439.

C. Dissertations

Delgado, Paul A. "Institutional Response to Minorities in Graduate Schools of Social Work." Unpublished Ph.D. dissertation, The University of Michigan, 1978.

Elam, Ada Maria. "Social Attitudes Held and Methods for Change Desired by Black and White Students in a 'Reverse Integration' College Setting." Unpublished Doctoral dissertation, Pennsylvania State University, 1972.

Farmer, Vernon L. "A Response of a Predominantly White University to Black Students' Entry (Particularly Black Students' Demands)." Unpublished Ph.D. dissertation, The University of Michigan (in progress).

Kelling, Thomas H. "Attitudes of Ohio Public School Teachers Toward Racial Integration." Unpublished Doctoral dissertation, Ohio State University, 1957.

Kramer, B. M. "Residential Contact as a Determinant of Attitudes Toward Negroes." Unpublished Doctoral dissertation, Harvard University, 1951.

Shoemaker, Daniel P. "The Relationship between Background, Context, Student and Institutional Racial Climate, and Change in

Attitude Toward Race." Unpublished Ph.D. dissertation, The University of Michigan (in progress).

Stevens, Ida R. "Beliefs of Caucasian Students Enrolled in Selected Negro Higher Education Institutions Concerning Housing and Student Activities." Unpublished Doctoral dissertation, Southern Illinois University, 1976.

Wright, Baxter B. "An Examination of the Response of a Midwestern School of Social Work to Minority Students as Reported by Students." Unpublished Ph.D. dissertation, The University of Michigan (in progress).

VII

FUTURE/SURVIVAL COMMENTARIES

A. Books

Bowles, Frank, and Frank A. DeCosta. Between Two Worlds: A Profile of Negro Higher Education. New York: McGraw-Hill, 1971.

In this volume the authors provide an analytical description of the current dilemma facing historically black institutions, i.e., a defined role and past monopoly on black students to which they cannot return, a tenuous present, and an as-yet-undefined role these institutions will play in an uncertain future.

Brazziel, William F. Quality Education for All Americans. Washington: Howard University Press, 1974.

This book recounts the gains made by blacks during the past decade and offers a comprehensive proposal for program development in American schools and colleges for the next quarter century if the necessary cooperation can be obtained from the education-government-industry complex.

Cross, K. Patricia. Beyond the Open Door: New Students in Higher Education. San Francisco: Jossey-Bass, 1972.

The basal message of this book urges colleges to fit themselves to new students, a substantial number of whom will be representatives of ethnic and racial minorities. The majority, however, will be the Caucasian sons and daughters of blue collar workers.

Dobbs, Richard Struhum. The Courts and the Schools. Lincoln, Nebraska: Professional Publication, 1973.

Dorsen, Norman. Discrimination and Civil Rights: Cases, Text, and Material. Boston: Little, Brown and Company, 1969.

Egerton, John. Black Public Colleges: Integration and Disintegration. Nashville, Tennessee: Race Relations Information, 1971.

_____. State Universities and Black Americans. Atlanta: Southern Education Foundation, 1969.

Hall, Lawrence. New Colleges for New Students. San Francisco: Jossey-Bass, 1974.

In this book Lawrence Hall has brought together fascinating descriptive studies of sixteen "new" colleges (non-tradition schools created for the "new" student), along with eight thought-provoking professional commentaries on the broad issues they raise.

From these the profession and the public alike can learn what is happening, what seems to work, and what can and should be done for new students.

Harlan, Louis R. Separate and Unequal: Public School Campaigns and Racism in the Southern Seaboard States, 1901-1915. Chapel Hill: The University of North Carolina Press, 1958.

Jaffe, A. J., Walter Adams, and Sandra G. Mefers. Negro Higher Education in the 1960's. New York: Praeger Publishers, Inc., 1968.

This book is primarily concerned with the Southern black colleges and with the students who attend them. The study attempts to evaluate the activities of these colleges in relation to the more general problem of higher education for disadvantaged minorities and to determine the degree of their success or failure.

Jencks, Christopher, and David Riesman. The Academic Revolution. New York: Doubleday and Company, Anchor Books, 1969.

This book attempts a sociological and historical analysis of American higher education. It begins with a general theory about the development of American society and American colleges, then moves on to discuss different species of colleges and their relationships to the various special interest groups that founded them. Not only does it try to describe the past and future of these relationships, it also tries to evaluate them.

McGrath, Earl James. The Predominantly Negro Colleges and Universities in Transition. New York: Columbia University Press, 1965.

Major conclusions reached by this study of 123 predominantly black colleges and universities are: (1) that this group of colleges varied widely in character and quality; (2) that these institutions will continue to provide primary educational opportunities for Negro youth; and (3) because of the need for immediate strengthening, private foundations, as well as federal and state governments, should provide massive support.

Mohr, Paul. Black Colleges and Equal Opportunity in Higher Education. Lincoln, Nebraska: Nebraska Curriculum Development Center, 1975.

Nevin, David, and Robert E. Bills. The Schools that Fear Built: Segregationist Academics in the South. Washington: Acropolis Books, 1977.

This two-part book is probably the first full discussion of new private schools characterized by many as segregationist academies that have sprung up across the South in the wake of integration orders. The first part of the book is fashioned around the interviews conducted by Nevin of students, teachers, parents,

and administrators. An effective assessment researcher, Nevin administered tests and reported his findings in the second portion of the book, following the analysis of the computerized test results.

Silberman, Charles E. Crisis in Black and White: The Remaking of American Education. New York: Random House, 1970.

Sowell, Thomas. Black Education: Myths and Tragedies. New York: David McKay Company, Inc., 1972.

In an expansion of an article originally published in the New York Times Magazine, this black educator/economist reviews his own education and career as a means of approaching the education of blacks in America. He views black education as deteriorating and proposes practical solutions, including pre-college training centers and a special institute for advanced study.

Thompson, Daniel. Private Black Colleges at the Crossroads. Westport, Connecticut: Greenwood Press, Inc., 1972.

Written for those with either a special or cursory interest in higher education in the private sector, this study lays the basis for an effective public policy and for research in a neglected field of American institutional behavior.

B. Monographs and Reports

Baker, John. Public Higher Education in Alabama: The Role of Black Institutions: Past, Present and Future. Montgomery: Office of Institutional Research, Alabama State University, 1972.

_____. The College Environment as Perceived by Black and White Students at Selected Institutions of Higher Education in Alabama. Montgomery: Office of Institutional Research, Alabama State University, 1978.

Carnegie Commission on the Future of Higher Education, From Isolation to Mainstream: Problems of the College Founded by Negroes. New York: McGraw-Hill, 1971.

This report is primarily concerned with colleges founded for Negroes which still have predominantly black enrollments. In addition to most of the problems experienced by institutions of higher education, these schools face special problems that arise from racial discrimination, and, within the last two decades, from abrupt changes in their relationships to their traditional constituents. This report also examines the nature of the changes that have occurred and suggests guidelines for the adjustment of black colleges to their new circumstances.

Edley, Christopher F. The Need for Support to Black Colleges.

Washington: National Association for Equal Opportunity in Higher Education, 1977.

Fact Book on Higher Education in the South. Atlanta: Southern Regional Education Board, 1976.

This is a statistical report of the growth potential of post-secondary education in the South.

Folger, John K. The South's Commitment to Higher Education. Atlanta: Southern Regional Education Board, 1978.

Jones, Phillip E., ed. Historical Perspectives on the Development of Equal Opportunity in Higher Education. ACT Special Report 22. Iowa City: The American College Testing Program, 1978.

LeMelle, Tilden J., and Wilbert J. LeMelle. The Black College: A Strategy for Achieving Relevancy. New York: Praeger Publishers, Inc., 1969.

Livessey, Herbert B., Ewald B. Nyguist, and Kenneth S. Tollett. Beyond Desegregation: Urgent Issues in the Education of Minorities. Princeton, New Jersey: College Entrance Examination Board, 1978.

These writers examine the barriers to equal educational opportunities for members of minority groups.

Lyons, Charles A. American's Unfinished Business. Washington: National Association for Equal Opportunity in Higher Education, 1977.

Mann, Peter B. Higher Education in Black and White. Washington: American Association for Higher Education, 1972.

Millett, John D. Higher Education in the 1980's. Washington: Academy for Educational Development, 1978.

Ways to encourage understanding and prepare for change in higher education are suggested in the three papers that comprise this monograph.

Morrison, R. D. A Compilation of Statistics of the 1890 Land-Grant Colleges. Washington: United States Department Agriculture, 1974.

Public Negro Colleges: A Fact Book. Washington: National Association of State Universities and Land-Grant Colleges, 1969.

This booklet presents background material and current facts about the 34 public Negro colleges and universities that have provided educational opportunities in 19 Southern and border states for able and deserving black students at generally low costs for over 100 years.

Scott, Gloria D. Research Issues Relevant to the Support of Present and Future Directions for Blacks in Higher Education. Washington: National Association for Equal Opportunity in Higher Education, 1977.

Wright, Stephen J. Minorities and Special Groups: Enrollment and Problem. Princeton, New Jersey: College Entrance Examination Board, 1976.

Since the middle and latter part of the 1960's when institutions were actively recruiting minority students, there has been a realization that greater planning and direction should be given to admitting minority students. This paper reviews the most recent literature on the exemplary practices and programs developed by institutions to encourage minorities to attend higher education institutions.

_____. Traditionally Black Colleges: A Brief Review. Princeton, New Jersey: College Entrance Examination Board, 1973.

Emphasis is placed on governance and administration, teaching and the educational programs, financial problems and support, faculities, students, black universities, and the future of black colleges.

C. Serial Literature

Asgill, Amanda. "The Importance of Accreditation: Perceptions of Black and White College Presidents," Journal of Negro Education, XLV (Summer, 1976), 284.

Brooks, Thomas R. "Black Colleges, Can They Survive?" Tuesday (May, 1971), p. 10.

"Carolina Tangle," Newsweek (May 8, 1978), p. 56.

Fundamentally, The UNC/HEW tangle is a debate over how far the federal government can intrude into state systems of higher education and alter discriminatory policies and practices.

Daniel, Walter G., ed. "Studies in the Higher Education of Negro Americans," The Journal of Negro Education, XXXV (Fall, 1966), entire issue.

Durley, Gerald L. "Have Blacks Been Lulled into Complacency?" Black Collegian, VI (November-December, 1976), 6.

Ernst, H. W., and A. H. Callaway. "Reverse Integration," New York Times Magazine (January 6, 1957), p. 20.

Fancher, Betty. "Black Colleges: The Struggle to Survival is Even More Desperate Now," South Today (June, 1971).

Grandbard, Stephen R., ed. "The Future of the Black College," Daedalus, C (Summer, 1971).

Among the several contributors to this issue are:

Blake, Elias, Jr. "Future Leadership Roles for Predominantly Black Colleges and Universities," p. 745.

Brimmer, Andrew F. "The Economic Outlook and the Future of Negro Colleges," p. 539.

Bullock, Henry Allen. "The Black College and the New Black Awareness," p. 573.

Drake, St. Clair. "The Black University in the American Social Order," p. 833.

Godwin, Winfred L. "Southern State Governments and Higher Education for Negroes," p. 783.

Harper, Conrad K. "Legal Status of the Black College," p. 772.

Harris, Patricia Roberts. "The Negro College and Its Community," p. 720.

Henderson, Vivian W. "Negro Colleges Face the Future," p. 630.

Johnson, Tobe. "The Black College as a System," p. 801.

Jones, Mark H. "The Responsibility of the Black College to the Black Community: Then and Now," p. 732.

Lincoln, C. Eric. "The Negro Colleges and Cultural Change," p. 603.

Nabrit, S. M. "Reflections on the Future of Black Colleges," p. 603.

Pettigrew, Thomas F. "The Role of Whites in the Black Colleges of the Future," p. 813.

Trent, William H., Jr. "The Future Role of the Negro College and Its Financing," p. 647.

Winston, Michael R. "Through the Back Door: Academic Racism and the Negro Scholar in Historical Perspective," p. 678.

Hackshaw, James O. F. "The Case for a Black University," The Education Digest, XXXVIII (December, 1972), 41.

This essay briefly describes the economic and curricular histories of the black schools and argues for their continuance for the reasons of building a power base for the black community,

institutionalizing the re-emergence of black consciousness, and undertaking the research analysis and long-range planning necessary to formulate national policies for the future by higher education for blacks.

Hare, Nathan. "War on Black Colleges," The Black Scholar, IX (May-June, 1978), 12.

Hare contends that if black colleges continue in their pale emulations of white colleges they will be succumbed one by one. To survive, a more correct course would be to offer programs that are unique to educational theory.

Jencks, Christopher, and David Riesman. "The American Negro College," Harvard Educational Review, XLV (Winter, 1967), 3.

Johnson, D. Clayton. "The Importance of Black Colleges," Educational Record, LII (Spring, 1971), 165.

McPherson, J. M. "White Literals and Black Power in Negro Education, 1865-1915," American Historical Review, LXXV (June), 1357.

Marshall, Thurgood. "An Evaluation of Recent Efforts to Achieve Racial Integration Through Resort to the Courts," Journal of Negro Education, XXI (Summer, 1952), 316-326.

Mayhew, Lewis B. "Neighboring Black and White Colleges: A Study in Waste," Educational Record, LII (Spring, 1971), 159.

Mays, Benjamin E. "Black Colleges: Past, Present and Future," The Black Scholar, VI (September, 1974)

Payne, William. "Forgotten, But Not Gone - The Negro Land-Grant Colleges," Civil Rights Digest, XXX (Spring, 1970).

Pettigrew, T. F., and M. F. Cramer. "The Demography of Desegregation," Journal of Social Issues, XV (1969), 61.

Scott, Gloria, ed. "The Black University: Assimilation or Survival?" Journal of Black Studies, VI (September, 1975), entire issue.

"The Higher Education of Negro Americans: Prospects and Programs," The Journal of Negro Education, XLV (Summer, 1976), 192.

"The White Students on the Black Campus," Regional Action, XXIV (November, 1973), 4.

"Voluntary Segregation in College Campuses," Times, C (November 27, 1972), 44.

Votaw, Dow, and S. Prakash Sethi. "Some Paradoxes in the Support

of Predominantly Black Colleges," Journal of Higher Education, XLI (December, 1970), 673.

Wesley, Charles H. "The Education of Black American," Ebony, XXX (August, 1975), 143.

D. Newspapers

Adams, Steve. "Law School, N. C. Central Keeping Ratios," The News and Observer, July 15, 1977, p. 1.

Dean of North Carolina Central University Law School says that the school would have been 85 percent white except for an admissions policy discrimination against whites. The current racial proportion at the school will be maintained because of the need for black lawyers.

Alabama's Largest Black College Found Guilty of Discrimination," The Chronicle of Higher Education, May 8, 1978, p. 2.

Federal judge upholds class action suit brought by 12 white Alabama State University faculty members who claimed they were fired solely because of their race.

"Black Colleges--Many Roads Possible," Atlanta Journal, January 17, 1972, p. A-8.

"Black College Officials Plead for Health of Schools," The News and Observer, March 17, 1977, p. 38.

NAFEO leaders contend that financial aid for new and existing programs is a more important consideration for black colleges than the "number game" of desegregation at black colleges.

"Black Schools Closing Feared," The News and Observer, May 22, 1978, p. 23.

Julius Chambers, civil rights lawyer, expressed a fear that the UNC Board of Governors will close one or more of the five state-supported black universities following the completion of a study to determine the extent and necessity for duplicate programs on the 16 UNC campuses.

"Black School Officials Not Seeking Survival Pledge," The News and Observer, July 10, 1977, p. 1.

Officials of North Carolina's University system say everything possible will be done to keep traditionally black schools intact, but officials of the black schools say they are not looking for any guarantee of survival.

Christensen, Rob. "Black Schools Draw 50 Percent Whites in Night

Classes," The News and Observer, August 29, 1978, p. 21.

White enrollment on North Carolina's five predominantly black campuses is the highest ever. Officials attribute the rise to increased program offerings, recruitment of whites, and changing attitudes of whites toward black institutions.

_____, and Ferrel Guillory. "UNC Reaches Accord with HEW," The News and Observer, May 13, 1978, p. 1.

Clements, George D. "Sports Digest: Gridiron, Diamond, Hoop, Track," The Carolinian, May 5, 1977, p. 27.

Although much progress has been made in the area of athletics, some still remaining problems are the hiring of white coaches and the recruitment of white athletes at predominantly black colleges.

"Congresswomen Urges Support for Black Colleges," The Chronicle of Higher Education, August 1, 1977, p. 14.

Daniels, Josephus. "New Threat to N. C. Campuses," The News and Observer, February 24, 1974, p. 1.

Davis, Angela. "Revised UNC Plan Skirts HEW Demand," The News and Observer, June 1, 1974, p. 1.

UNC Board's revised second antisegregation plan to meet HEW deadline is criticized for lack of commitments to change inequalities between black and white schools, the amendment's adament refusal to give up board powers to HEW, and the overall vague quality of the plan.

_____. "UNC Anti-Bias Plan Rejected," The News and Observer, April 27, 1974, p. 1.

The second desegregation plan submitted by the UNC Board for state-run institutions that was rejected by HEW may need more details on programs and promises to prevent future problems.

_____. "UNC Board Adopts New Racial Plan," The News and Observer, February 9, 1974, p. 17.

HEW demand for a new desegregation plan for state-run campuses involves controversy over equal funding and federal support for the state's five predominantly black universities.

Delaney, Paul. "The Plight of U. S. Black Colleges," The News and Observer, November 14, 1976.

Editorial, "Colleges: 1970," Journal and Guide, April 25, 1970.

N. C. Board of Higher Education takes progressive step toward school desegregation; proposes transfer of administration at NSCU

extension program located at Fort Bragg to predominantly black institution, Fayetteville State University.

Egerton, John. "A Pervasive Acceptance of Segregation," The Chronicle of Higher Education, May 15, 1978, p. 21.

A pervasive accentance of racial segregation and token-integration by Southern liberals has negated a more meaningful posture on desegregation.

_____. "Merger of Black, White Universities Ordered in Nashville," The Chronicle of Higher Education, February 7, 1977, p. 3.

After nine years of deliberation, federal judge accuses The University of Tennessee of failing to eradicate dualism in Nashville and orders The University of Tennessee's Nashville facility to merge with and become controlled by Tennessee State University.

_____. "Tennessee's Long-Running Desegregation Drama," The Chronicle of Higher Education, April 4, 1977, p. 6.

Reviews the important incidents, dates, and characters in this nine-year desegregation lawsuit that ultimately led to a judicial ruling that would merge Tennessee State University and The University of Tennessee at Nashville.

Fields, Cheryl M. "Black Colleges Get New Pledge of U. S. Support," The Chronicle of Higher Education, April 10, 1972, p. 1.

U. S. Commissioner of Education Sidney P. Marland, Jr. takes the position that black colleges are far from being anachronisms in an area of increased integration and well-equipped to take the lead in developing urban and black studies program and in filling the need for more black professionals. An extra $48 million has been requested for developing institutions to strengthening undergraduate programs.

_____. "HEW to Revise Controversial Part of Six-State Desegregation Order," The Chronicle of Higher Education, July 11, 1977, p. 5.

Upon receipt of a number of complaints from educators of the six states affected by the recently issued desegregation order, HEW officials plan to modify the section that would require the states to submit for prior approval any major change in the operation of the state system that would impede the achievement of desegregation goals.

_____. "Six States Get HEW Criteria for Desegregating Public Colleges," The Chronicle of Higher Education, July 11, 1977, pp. 5-6.

This article is accompanied by the complete text of HEW's new desegregation guidelines.

"Florida Regents Disclose 5-Year Plan to Desegregate University Systems," New York Times, June 27, 1972, p. 25.

This article tells about Florida's plan to desegregate all branches of its university system. Particular attention is given to plans of Florida A. and M. University to attract white students.

Guillory, Ferrel. "Adopt Race Plan, HEW Tells UNC," The News and Observer, July 6, 1977, p. 1.

HEW desegregation guidelines order six states (Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia) to (1) establish new enrollment and employment goals by the 1981-82 academic year; (2) submit to HEW for prior approval any major change in the operation of the university system that could have an impact on desegregation goals; (3) submit for prior review major physical construction projects or merging of campuses; and (4) give priority consideration to placing new undergraduate, graduate and professional degree programs at traditionally black colleges.

_____. "Desegregation Plans Inadequate, Panel Says," The News and Observer, May 11, 1978, p. 44.

National Association for Equal Opportunity in Education is critical of HEW's acceptance of North Carolina's higher education desegregation plans.

_____. "UNC Gropes for Desegregation Plan," The News and Observer, May 20, 1974, p. 1.

_____. "Universities, HEW on Collision Course," The News and Observer, February 26, 1978, p. 5-IV.

Harris, Louis. "Black Animosities Found Increasing," Washington Post, October 4, 1971, p. 8.

Hechinger, Fred M. "The Negro Colleges: Victims of Progress," New York Times, October 6, 1969, p. 42.

"HEW Rejects Oklahoma Plan for Langston University," The Chronicle of Higher Education, September 5, 1978, p. 19.

Plan fails to stipulate how urban program would distinguish Langston from other Oklahoma institutions with similar programs.

Holland, Robert G. "Dalton Backs Off Confrontation on Desegregation," The News and Observer, February 26, 1978, p. 2-IV.

Jacobson, Robert L. "Black Graduate Schools Caught in Critical Dilemma," The Chronicle of Higher Education, February 22, 1977, p. 1.

While heartened by the interest being shown in programs for minority students by an increasing number of white institutions, black graduate school officials fear their own programs face mediocrity or extinction as a result.

Jordan, Vernon E. "Black Colleges Serve Needs Others Fail to Meet," The News and Observer, February 3, 1974, p. 6.

Justesen, Ben. "Minority Students Not Out of Place," The Fayetteville Observer-Times, March 30, 1975, p. 1-D.

Three white students assess their academic, social, and other experiences at predominantly black Fayetteville State University.

_____. "White Enrollment Increasing," The Fayetteville Observer-Times, March 30, 1975, p. 1-D.

Kennelly, Dennis. "Black Educators Optimistic on Education Restructuring," The News and Observer, November 1, 1971.

Kilpatrick, James J. "The Legacy of Brown Vs. Topeka Board," The News and Observer, May 12, 1974, p. 7.

Klienfield, N. R. "The New Minority," Wall Street Journal, April 25, 1972, p. 1.

An optimistic account and summation of one reporter's trip through the South interviewing white students on black campuses.

Mason, Rose. "Black Colleges in South Battle to Preserve Their Identity," The News and Observer, April 28, 1974, p. 12.

Middleton, Lorenzo. "A Black University [Langston] in Oklahoma is Given a New Urban Mission," The Chronicle of Higher Education, August 7, 1978, p. 4.

New desegregation proposal submitted by Oklahoma's higher education regents tentatively moves Langston University towards becoming the comprehensive institution its original charter called for.

_____. "College and Desegregation: How the United States and North Carolina Reached Accord," The Chronicle of Higher Education, May 22, 1978, p. 1.

_____. "Private Black Colleges See Threat in Federal Action," The Chronicle of Higher Education, June 26, 1978, p. 1.

Spokesmen claim that the development of secret inhouse HEW documents such as "Priority Institutions for Program Review" constitute a threat to black institutions.

_____. "Students Organized to Save Public Black Colleges," The

Chronicle of Higher Education, May 1, 1978, p. 3.

National Organization of Black University and College Students (NOBUCS) fears black institutions face a dismal future, or even worse, possible extinction as movement towards desegregation of state systems of higher education gains momentum.

_____, and William A. Sievert. "The Uneasy Undercurrent," The Chronicle of Higher Education, May 15, 1978, p. 1.

Racial disharmony and a simmering discontent are seldom far from the surface on predominantly white campuses.

"Negro Colleges Voice Optimism," New York Times, October 11, 1972, p. 16.

This article reports on the annual meeting of presidents of 40 black colleges associated with the United Negro College Fund. Although beset with financial problems, these presidents seem to be optimistic about the future of their institutions.

Pittman, John. "Students: Whites on Black Campus Are Motivated," The Fayetteville Times, July 7, 1973, p. B-1.

Among other findings, this study reports that two prime factors contribute to the high motivational level of whites attending black colleges: (1) they are older than their black counterparts, and (2) most of them are divorced or widowed.

"Racial Lines Likely to Remain in Universities--UNC Planner," The Fayetteville Times, February 20, 1976, p. 6-C.

"Reparation, American Style," The New York Times, June 9, 1977.

The Regents of the University of California vs. Allan Bakke evoked this very thoughtful discussion and editorial on what may be the most momentous Supreme Court case affecting education and race since the Supreme Court case of 1954.

Sievert, William A. "New U. in D. C.," The Chronicle of Higher Education, May 1, 1978, p. 5.

Many problems inherent in the consolidation of three public institutions--D. C. Teachers, Federal City, and Washington Technical--must be solved before the University of the District of Columbia can emerge as a truly, effective institution.

Sitton, Claude. "University System Averts a Crisis: HEW Dispute was Taking Toll," The News and Observer, May 13, 1978, p. 4-IV.

"South's Governors React to Desegregation Plan," The News and Observer, July 10, 1977, p. 7.

Stone, Chuck. "The Virulent Seeds of Campus Racism," The Chronicle of Higher Education, May 15, 1978, p. 21.

Revival of racism and white backlash of the late 1970's have not left the nation's campuses untouched.

"The Black Colleges: Future Dim, Bright?" Atlanta Journal, January 10, 1972.

"The White Student on the Black Campus," The Fayetteville Observer, December 3, 1973, p. 13-B.

White students seek to attain educational goals at all black institutions and SREB questions effect of "reverse" desegregation on traditionally all-black campuses.

"Thirteen Black Colleges Affected by Order," The News and Observer, July 10, 1977, p. 7.

"UNC Board Okays Desegregation Plan," The News and Observer, March 9, 1974, p. 2.

Implication of a racial desegregation plan for N. C. public universities envelops demands for increased black enrollment in predominantly white schools and vice versa, but some black administrators fear loss of black identity.

"UNCC Chancellor Hits Emphasis on Quotas," The News and Observer, July 10, 1977, p. 6.

Chancellor takes a few mild swipes at new federal desegregation guidelines, but foresees no major problem with the guidelines at his institution.

"White Ethnics Seen Asking College Entry," The Chronicle of Higher Education, January 17, 1972, p. 3.

"White as Minority in the School's Subject of Study," The Fayetteville Observer, November 9, 1976.

Wicker, Tom. "School Integregation Brings Innovation," The News and Observer, April 3, 1974.

Emphasis on racial desegregation in public schools, which has itself not up-graded education, shifts to promising effect of innovation within the educational system due to problems of integration.

E. Dissertations

Orr, Clyde. "An Analytical Study of the Conferences of Presidents of the Negro Land-Grant Colleges." Unpublished Doctoral

dissertation, University of Kentucky, 1959.

Stewart, Joseph E. "Second Generation Discrimination: Unequal Educational Opportunity in Desegregated Southern Schools." Unpublished Doctoral dissertation, University of Houston, 1977.